

## SKH Lui Ming Choi Secondary School

### Implementation Plan – for Annual School Plan (2020-2021)

**Major Concern 1: To motivate students to self-learn and improve academic performance**

**Major Concern 2: To raise students’ sense of responsibility and cultivate appreciation in the school**

Target(s)	Strategies	Success Criteria	PIC
<b>Senior Management</b> will work to enable stakeholders to understand, support and contribute to realizing the school goal, and addressing the two major concerns as expressed in the SDP (2018 – 2021).	1. To organize professional training, align and deepen teachers’ understanding of “growth mindset”, “self-directed learning”, “e-learning” and related concepts, terminology, expectations and strategies.	1. <u>At least ONE</u> professional training <b>or sharing</b> sessions are organized for teachers to deepen their understanding of the target concepts and strategies.	PVPAP PERD SDMD
	2. To enhance staff formal and informal communication through the use of School Gmail.	2. Staff checks School Gmail <u>at least once</u> on all school days; and staff uses School Gmail to communicate in general.	PVPAP PERD IT General Office
	3. To recognize and celebrate teachers’/students’ efforts and achievements and/or staff collaboration in addressing the major concerns.	3. <u>At least one</u> appreciation cum celebration gathering is organized; both good practices as well as evidence of teachers’ effort/students’ effort /subject departmental collaboration are recognized.	PVPAP CDC PDLC

**Major Concern 1: To motivate students to self-learn and improve academic performance**

Target(s)	Strategies	Success Criteria	PIC
<b>Middle Management</b> will work to enhance teachers’ professional understanding and their use of relevant pedagogies, self-directed learning/other effective learning strategies and work to facilitate students to self-learn and improve academic performance.	1. To coordinate self-directed learning across the curriculum; to identify specific areas for students to focus efforts and target for academic improvement through self-learning.	1. Introduce at department level examples of areas for students to focus efforts and target for academic improvement through self-learning.	CDC Subj Depts
	2. To develop coursework materials; to enrich, diversify and make accessible eLearning resources to facilitate students’ self-directed learning.	2. <u>At least two</u> topics are pursued involving the use of eLearning resources per school term.	Subj Depts
	3. To organize professional sharing on good practices that work to motivate students to self-learn.	3. <u>At least one</u> professional sharing on good practices is conducted per Subject Department per school year <u>Collaborative</u> Planning for Lesson Study targeting to motivate students to self-learn.	SDMD Subj Depts
	4. To analyze students’ performance and interpret their learning needs based on assessment data and awards records.	4. End of term assessment analysis is conducted; students’ learning needs are identified; professional follow up strategies are discussed and adopted to meet their needs.	PERD CDC Subj Depts

### Major Concern 1: To motivate students to self-learn and improve academic performance

Target(s)	Strategies	Success Criteria	PIC
<b>Teachers</b> will work to energize students so that they become more self-directed; teachers will also empower students to understand, apply and benefit from self-directed learning/ other effective learning strategies to improve academic performance.	1. To strengthen students' habits and abilities in goal-setting, self-monitoring and self-reflection in their learning processes to achieve their Personal Best (PB).	1. Students show improvement in their readiness to learn, e.g. they do goal-setting (SMART) OR state their Personal Best (PB) under guidance of class teachers.	Class Teachers CDC
	2. To enhance students' self-directedness through the use of eLearning tools and mobile devices (e.g. explore the use of School Gmail and eClass mail to communicate with students).	2. Students use mobile devices provided by the school and eLearning tools in class and afterschool in at least two topics per subject per school term.	Subj Teachers IT
	3. To provide more opportunities and activities for students to stretch their capabilities, encourage and support their proactive participation in them.	3. Students engage proactively in class activities, project learning, mini-research, experiments and/or competitions.	GLS ECA CDC WCE Subj Depts
	4. To give students encouragement, recognition and positive feedback on their self-directed efforts, strategies, focus, perseverance and improvement whenever relevant.	4. Students demonstrate self-directed efforts; they feel supported; their efforts recognized; they are positive and ready to take on opportunities to improve and/or further challenge themselves.	Subj Teachers Class Teachers

### Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the school

Target(s)	Strategies	Success Criteria	PIC
<b>Middle Management</b> will work to enhance teachers' professional understanding and their use of relevant theories and pedagogies, as well as effective interaction strategies, to raise students' sense of responsibility and cultivate appreciation.	1. To organize professional sharing on concepts and good practices that work to motivate students to take on responsibility (e.g. school rules and their implementation; misbehavior and consequences; objectives and effects of punishments) and those that work to cultivate appreciation.	1. <u>At least one</u> professional sharing session is conducted per school term among Class Teachers on concepts and good practices that work to motivate students and with students' sharing of their experiences (e.g. improved punctuality and attendance rate; better self-esteem; increased sense of belonging to the school; positive feeling of efforts being recognized).	SDMD
	2. To design slogans, collect and display quotes, statements and visuals and use videos or eLearning resources to facilitate students' discussion and understanding of responsibility as a learner at school and a teenager at home and in society; and to facilitate the show of appreciation among students, teachers, parents, office staff and janitors in the school.	2. Visual reminders are displayed to foster the ambience of responsibility and the culture of appreciation; eLearning resources are selected and used at relevant occasions and learning venues to facilitate understanding and achievement of the target values.	VEC Class Teachers General Office

### Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the school

Target(s)	Strategies	Success Criteria	PIC
<b>Teachers</b> will work to empower and energize students to understand their role and responsibility as motivated learners at school and cultivate appreciation in the learning and evaluation processes.	1. To provide more opportunities and/or platforms for students to share their views on ways to enhance the learning environment in the school.	1. Students make use of opportunities and/or platforms to share their views on ways to enhance the learning environment in the school.	ECA Class Teachers
	2. To empower students to discuss, give suggestions, make decisions on management routines/rules in the classroom and ensure their implementation.	2. Students engage in discussion, give suggestions and make decisions on class management routines; they contribute to the implementation of ideas suggested.	Class Teachers
	3. To give students encouragement, recognition and positive feedback on their responsible behavior.	3. Students demonstrate increased responsibility in the classroom and as learners; they feel their efforts recognized.	Whole staff
	4. To praise students for their efforts and/or direct students to focus on their strengths in class and when discussing students in the presence of their parents.	4. Students are praised in the presence of their parents - their strengths and efforts are identified and recognized.	Whole staff

### Special Concern: To strengthen students' adversity quotient (AQ) (including resilience and positive values); to help students settle their emotions and achieve inner peace

Target(s)	Strategies	Success Criteria	PIC
<b>Whole Staff</b> will collaborate to enhance support for students to settle their emotions, guide students to re-focus their energy on school life and encourage students to contribute to school harmony.	1. To create opportunities and platforms to listen to student leaders' and student representatives' sharing; prompt reflection and give encouragement to students.	1. Student leaders and representatives make use of opportunities and platforms to share their feelings and views; they would reflect on experiences and feel encouraged.	PVPAP EC
	2. To make use of Class Assembly and build channels for students to express their feelings and communicate their thoughts, views or queries.	2. Students make use of Class Assembly and various channels at school to share their feelings, thoughts, views and queries.	Class Teachers Social Workers GLS
	3. To make use of School Assembly, school programmes and suitable avenues to enable various stakeholders (incl. teachers, students, parents and alumni) to listen and share values, stories or ideas based on the Scripture.	3. Students demonstrate increased understanding of their own needs as learners and teenagers; they show increased understanding of the purpose and meaning of social incidents and current affairs; and would desire to pursue Christian values and seek deeper meaning in life.	VEC (Assembly) RE Church-School Partnership GLS Class Teachers
	4. To maintain communication with and provide support for parents; to connect with and invite support from alumni and relevant professionals by means of formal and informal meetings; talks or sharing sessions.	4. Students, parents, teachers and staff feel they are listened to, being cared for and supported.	Class Teachers PVPAP Home-School Partnership (PTA) Alumni-School Partnership (AA)